

BEAUFORT MIDDLE
2501 Mossy Oaks Road
Beaufort, South Carolina 29902

GRADES 6-8 Middle School

ENROLLMENT 609 Students

PRINCIPAL Randall L. Wall 843-322-5700

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	23	17	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

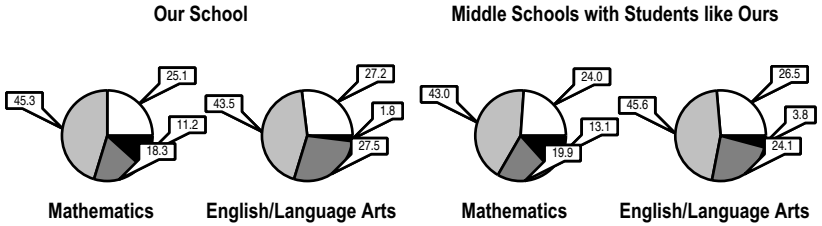
SOUTH CAROLINA PERFORMANCE GOAL




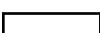
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	170	105
Percent satisfied with learning environment	100.0%	63.5%	78.8%
Percent satisfied with social and physical environment	95.3%	67.9%	58.6%
Percent satisfied with home-school relations	72.1%	72.8%	79.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	590	100.0	27.2	43.5	27.5	1.8	29.4	17.6
Gender								
Male	307	100.0	32.5	45.0	20.7	1.8	22.5	17.6
Female	283	100.0	21.5	41.9	34.7	1.9	36.6	17.6
Racial/Ethnic Group								
White	364	100.0	19.6	47.4	30.4	2.6	33.0	17.6
African-American	198	100.0	43.2	38.6	17.6	0.6	18.2	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	100.0	17.6	23.5	58.8	N/A	58.8	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	523	100.0	26.6	42.7	28.8	1.9	30.7	17.6
Disabled	67	100.0	37.0	59.3	3.7	N/A	3.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	590	100.0	27.2	43.5	27.5	1.8	29.4	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	588	100.0	27.1	43.5	27.6	1.8	29.5	17.6
Socio-Economic Status								
Subsidized meals	259	100.0	39.6	42.1	16.6	1.7	18.3	17.6
Full-pay meals	330	100.0	17.7	44.5	35.8	1.9	37.7	17.6

Mathematics								
All students	590	100.0	25.1	45.3	18.3	11.2	29.5	15.5
Gender								
Male	307	100.0	25.4	44.3	18.6	11.8	30.4	15.5
Female	283	100.0	24.9	46.4	18.1	10.6	28.7	15.5
Racial/Ethnic Group								
White	364	100.0	14.9	47.7	21.6	15.8	37.4	15.5
African-American	198	100.0	48.3	41.5	10.2	N/A	10.2	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	5.9	52.9	11.8	29.4	41.2	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	523	100.0	24.3	44.8	19.1	11.8	30.9	15.5
Disabled	67	100.0	40.7	55.6	3.7	N/A	3.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	590	100.0	25.1	45.3	18.3	11.2	29.5	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	588	100.0	25.2	45.1	18.4	11.2	29.7	15.5
Socio-Economic Status								
Subsidized meals	259	100.0	39.6	43.0	11.9	5.5	17.4	15.5
Full-pay meals	330	100.0	14.2	47.1	23.2	15.5	38.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	84	N/A	13.3	45.8	32.5	8.4	41.0
	Grade 7	90	N/A	7.9	44.9	42.7	4.5	47.2
	Grade 8	82	N/A	11.0	31.7	40.2	17.1	57.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	207	100.0	31.1	37.4	29.5	2.1	31.6
	Grade 7	195	100.0	27.2	48.9	22.2	1.7	23.9
	Grade 8	188	100.0	22.9	44.6	30.9	1.7	32.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	84	N/A	34.9	38.6	18.1	8.4	26.5
	Grade 7	90	N/A	33.7	21.3	27.0	18.0	44.9
	Grade 8	82	N/A	15.9	45.1	24.4	14.6	39.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	207	100.0	20.0	43.2	22.1	14.7	36.8
	Grade 7	195	100.0	35.6	40.6	16.1	7.8	23.9
	Grade 8	188	100.0	20.0	52.6	16.6	10.9	27.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 609)				
Students enrolled in high school credit courses (grades 7 & 8)	27.0%	Down from 65.6%	20.9%	14.4%
Retention rate	0.2%	Down from 0.4%	1.9%	2.3%
Attendance rate	95.5%	Down from 100.0%	95.5%	95.2%
Eligible for gifted and talented	23.2%	Down from 28.4%	18.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.7%	Up from 3.0%	13.6%	14.1%
Older than usual for grade	4.6%	Up from 1.9%	3.7%	4.9%
Suspended or expelled	1.8%	Down from 5.2%	1.4%	1.3%
Annual dropout rate	0.0%	N/A	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	45.7%	Up from 30.0%	48.2%	47.1%
Continuing contract teachers	80.4%	Up from 10.0%	88.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	86.4%	84.3%
Teacher attendance rate	93.9%	Down from 95.9%	95.4%	95.0%
Average teacher salary	\$40,289	Up 30.2%	\$40,811	\$39,924
Prof. development days/teacher	22.9 days	N/R	10.4 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	16.3 to 1	Down from 21.0 to 1	22.8 to 1	21.0 to 1
Prime instructional time	85.1%	Down from 96.4%	89.6%	88.9%
Dollars spent per pupil*	\$6,854	N/A	\$5,628	\$5,854
Percent spent on teacher salaries*	47.2%	N/A	62.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	95.4%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our primary goal this year was to make Beaufort Middle School a true learning community to foster relationships for the enhancement of both adult and student learning. Our opening theme, E Pluribus Unum, was the catalyst to demonstrate the dual concepts that each person is unique yet part of a local and global community.

2002-2003 was a wonderful year at Beaufort Middle because many people worked hard and effectively. We implemented a sophisticated package of instructional enhancement, teacher evaluation, and embedded staff development through TAP. We performed a self-study through the Southern Association of Colleges and Schools and received high accolades from the visiting committee. Our teachers learned the Dr. Heidi-Hayes Jacobs curriculum mapping process and transitioned their plans according to her format. They experienced a year of writing essential questions, processing enduring understandings, and creating rubrics for performance assessment.

The third year of our NEH grant gave our eighth grade Humanities students the opportunity to research and document the impact of World War II on African Americans and women and their journey for human rights in our society. Their publication, SATURDAY EVENING PAST, compiles the stories of local veterans and is available in Beaufort bookstores. Student art changed the hallways of Beaufort Middle School this year. Among the permanent art is a four by forty-eight foot mural depicting the Humanities curriculum. It was completed by our 2001-2002 Humanities eighth graders and displayed during the fall, 2002. Our International Studies eighth graders spent this year painting twelve four by six foot murals which capture the essence of the Freedom Shrine. Both of these works can be seen in our main hallway.

Last summer I had the privilege of meeting Dr. Peter Senge, MIT professor and author of THE FIFTH DISCIPLINE, and SCHOOLS THAT LEARN. His message was that the world is not healthy and the only way to change it is through the educational system. He worried that so much depends on us, yet educational institutions are often the most difficult to change. I agree and I worry with Dr. Senge, but I am consoled every day at Beaufort Middle because I see the assembly line model giving way to an excitement for learning. I see teachers who want to learn and to find the right idea, approach, or appeal that will push each child to gamble, to question, to stretch, and to care. We are creating the connections to foster the relationships that will make us a learning community.

Randall L. Wall

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.